A thick teal line starts at the top right, curves left, then down, then left again, ending at the bottom center. It forms a large, stylized shape that frames the text.

TALENT EDUCATION TRUST

SEND Policy and information report

Approved by:

Governing Body

Date:

14/07/2022

Last reviewed on:

April 2021

Next review due by:

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

APSoL is committed to working collaboratively to create ambitious and successful schools where every child thrives, and with teaching and learning at the heart of everything we do. We are committed to ensuring our school develops a curriculum that has breadth and depth, is challenging, engaging and enriching for all pupils, whatever their starting points. We seek to significantly improve the quality of learning and life experiences of pupils at APSoL, particularly those who have SEND. We are committed to offer an inclusive curriculum that ensures the best possible progress for all our pupils, whatever their need or disability, so that all pupils can gain best possible outcomes and are well prepared for the next stage in their life.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This applies to Anglo Portuguese School of London (APSoL) and any Talent Education Trust Schools and sets out our vision and principles for children and young people with special educational needs and disability (SEND). It complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disabilities Regulations 2014. APSoL also follows statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014 revised 2015).



3. Definitions

Special Educational Needs and Disability (SEND): children have SEND if they have a learning difficulty which calls for special educational provision to be made for them.

Learning difficulty (LD): Children have a learning difficulty if they:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Are under five and fall within the definition of two preceding bullet points above or are likely to do so when compulsory school age if educational provision was not made for the child.

Special educational provision is defined as: educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Anna Chalcraft**.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:



- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that the current SEN report and policy are available on the school's website.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report information outlines SEND provision and shows how schools currently provide additional and/or different provision for a range of needs, including:

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs



We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Screening test/ SENCO observation: screening tests for learning difficulties/ SEND may be carried out. We recognize that such screenings/ assessments should not be regarded as a single event, but as a continuing process.

Outcome of tests: if the outcome of any test or any other circumstances gives us reason to think that a pupil may have a learning difficulty/ SEND, we will report and consult with parents/carers as necessary and make recommendations.

Formal assessment: if the tests results indicate that a pupil may have a learning difficulty which ought to be assessed without delay, we will ask parents / carers to agree to the pupil being formally assessed by the Local Authority Educational Psychologist, a Speech and Language Therapist, or other identified specialist.

5.3 Consulting and involving pupils and parents

Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate fully as possible in their child's learning needs and request additional meetings with relevant staff in order to make this possible. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes



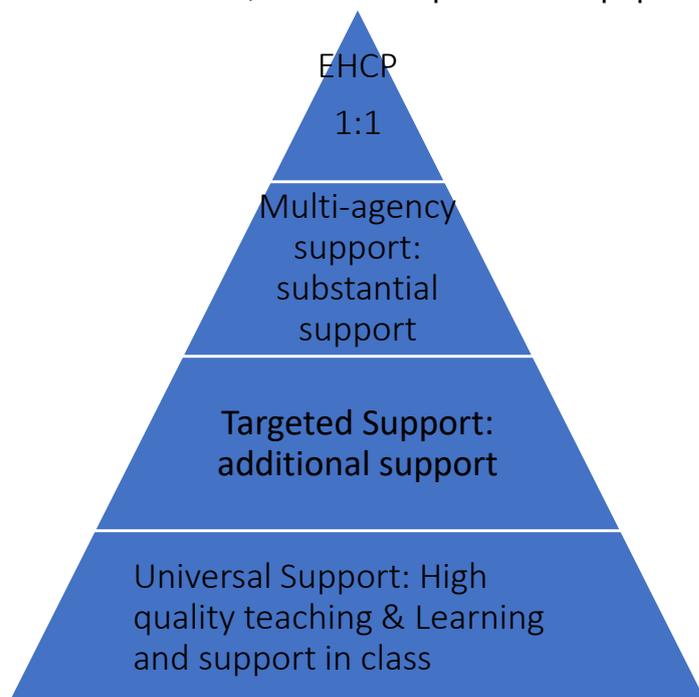
We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.



5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. There will be a meeting between APSOL SENCO and the SENCO at the child's future school to ensure that their needs are supported.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.



At APSOL we have an inclusive approach to teaching of all children including those with SEND. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Communication and language development using Colourful Semantics
- Social development skills with small groups
- SALT activities and recommendations
- OT activities and recommendations
- ASD strategies and activities suggested by professionals
- Personalised curriculum for children with high needs

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions provided by the school, recommended by the SENCO.

Teaching assistants will support pupils on a 1:1 basis when they have high level of need or it is stated on the child's EHCP.

Teaching assistants (Tas) will support pupils in small groups when the children need additional support in class in order to make good progress. The Tas will adapt resources and provide concrete resources and scaffolds to support the children.

We work with the following agencies to provide support for pupils with SEN:

- Local authority Educational Psychologist
- St George's Speech and Language therapists
- Occupational Therapists – St Georges
- Wandsworth Thrive and Local offer including ASD, ADHD support and strategies

5.9 Expertise and training of staff

Our SENCO is experienced in this role and works at 2 primary schools: St Anns Primary in Wandsworth and APSOL.

They are allocated 1 day a fortnight to manage SEN provision at APSOL.

We have a team of 2 teaching assistants (2021-2022), 3 teaching assistants (Sep 2023 as we are growing year-on-year), trained to deliver SEN provision.



In the last academic year, staff have been trained in colourful semantics, supporting development of communication and language in the early years and strategies to use with ASD children.

We use specialist staff for the delivery of specific interventions such as Speech and Language. This can be out-of-borough specialists as some of our admissions are out-of-Wandsworth as per our admissions code.

5.10 Securing equipment and facilities

Equipment and resources for individual children and groups are stored in their classrooms for ease of access and use. If specific equipment is recommended and required for playtime or PE, this will be kept on the first floor classroom used for this provision or outdoors for play time.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires, looking at children's work over a specific period of time
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s). Our school is growing organically and currently only has Reception and Key Stage One (KS1) therefore by the time we do residential, this policy will be updated beforehand.

All pupils are encouraged to take part in all school curricular activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Arrangements for the admission of disabled pupils, i.e.
 - All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
 - Any of your oversubscription criteria that prioritise pupils with disabilities
 - The LA will communicate with the school and inform the school if any child being admitted by the PAN London offer has an EHCP or formal diagnosis so that the school can implement support and provision, planning for this child's needs in advance.
- A meeting with the Principal and SENCO will be arranged to ensure that the child's learning needs are prepared for before they start school
- The facilities you provide to help disabled pupils access your school



- The school's accessibility plan can be found on our school website in the policies section. The accessibility plan covers:
 - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships
- The SENCO and Principal will oversee club lists and ensure that SEND children taking part are fully involved and that club leaders are aware of their needs and can be inclusive in their approach.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school will seek support from external agencies and professionals once the SENCO determines that the child needs a formal assessment or further support. The child's parents/carers are involved in all discussions and planning stages in order to ensure that the child has the best possible outcomes and provision.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Principal or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Principal: Marta Correia email: marta.correia@angloportugueseschool.org

Senco: Anna Chalcraft email: senco@angloportugueseschool.org

Tel: 0203 417 0905

Wandsworth SEND support services for parents: Local Offer

<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>



If parents and children reside in other local authorities, the Principal and SENCO will commit to supporting them to find SEND support via their local authority.

5.17 Contact details for raising concerns

Marta Correia, Principal marta.correia@angloportugueseschool.org

Regina Duarte, Chair of Governors regina.duarte@angloportugueseschool.org

5.18 The local authority local offer

Our contribution to the local offer is:

The **Local Offer** is an information directory where individuals with SEND aged 0-25, as well as their parents or carers, can go to find out what support or provision they can expect to be available in their local area.

It covers a range of local agencies, including education, health, and social care services – such as childcare, independent schools or colleges, care placements, apprenticeships, transport arrangements between home and education settings, specialist teachers, therapy services, and other specialist support. It should also include relevant regional and national specialist provision, such as provision for children and young people with rare and more complex SEND.

The Offer should detail support for both those with Education, Health, and Care (EHC) plans **and** those without. It must include arrangements for:

- Identifying and assessing individuals' SEND, including in the early years.
- Requesting an EHC assessment.
- Consulting parents.
- Securing services, provision, and equipment required.
- Funding and allocation of budgets, including top-up high-needs funding.
- Supporting transitions between phases of education, plus preparations for adulthood and independent living.
- Appealing decisions, making complaints, and resolving disagreements with regards to provision.

Under the Children and Families Act 2014, each Local Authority has a **legal responsibility** to publish their particular Local Offer. It needs to be published online, as well as in an alternative format for those without internet access. Our SENCO and staff are therefore committed to support children with SEND and their families, accessing resources that are available to them.

Our local authority's local offer is published here: <https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

6. Monitoring arrangements



This policy and information report will be reviewed by Anna Chalcraft, SENCO and Marta Correia, Principal **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Child Protection and Safeguarding Policy
- Equality information and objectives
- Administration of Medicines Policy
- Whole-school equality policy